Utilization of Instructional Media (ISTC 301/501)

Practical Teaching Experience

Instructor Scoring Rubric

**Matt O’Connor**

The purpose of the practical teaching experience is to provide an organized approach for preservice teacher candidates to teach a standards-based, technology-supported lesson. Planning, assessment and reflection are vital parts of the practical teaching experience.

*Technology Integration Lesson Plan*

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| Criteria | Excellent (2 points) | Adequate ( 1 point) | Points Received |
| Topic | A detailed description includes the intended grade level and clear explanation of how this lesson can align with the overall curriculum. | A description of intended grade level is included, but does not seem appropriate for this lesson plan. An explanation of how this lesson can align with the overall curriculum is adequate. | 2 |
| Standards included in lesson plan | The proposed content is fully aligned with MSDE Standard/ Core Learning Goals, Voluntary State Curriculum and Student Technology Literacy Standards | The proposed content is partially aligned with MSDE Standard/ Core Learning Goals, Voluntary State Curriculum and Student Technology Literacy Standards | 2 |
| Objectives | Meaningful and measurable objectives for specific learning are clear and appropriately aligned with the assessment instrument. | Objectives are included; but are unclear or not appropriately aligned with the assessment instrument. | 2 |
| Procedures | Comprehensive details are included to document the teaching and learning procedures that are meaningfully supported with multiple forms of media- such as video, graphics, audio, books and Internet sources. | Limited details are included to document the teaching and learning procedures that are meaningfully supported with multiple forms of media- such as video, graphics, audio, books and Internet sources. | 2 |
| Assessment Plan | The plan includes an assessment plan to assess student learning. The assessment is aligned with the Learning Goal selected. | The plan includes an assessment plan, but the plan is limited in scope. | 1 |
| Differentiation | Strategies are used throughout the lesson for differentiation to enable all students to accomplish the lesson objective. **(Refer to CAST website for assistance)** | Strategies vaguely address differentiation to enable all students to accomplish the lesson objective. | 1.5 |

## Instructional Procedures for Practical Teaching Experience

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| Criteria | Excellent (2 points) | Adequate (1 point) |  |
| Objectives | The objectives of the lesson are shared with the students in terms to ensure that they understand the expectations for achievement. | The objectives of the lesson are shared, but expectations for achievement may be unclear. | 2 |
| Engage Students | Provides opportunities for all students to be actively engaged in constructing, connecting and applying their knowledge. | Provides limited opportunities for active engagement. | 2 |
| Content | Shows a full understanding of the topic. New skills are modeled. | Shows a good understanding of parts of the topic. New skills are presented, but not necessarily modeled. | 2 |
| Critical & Creative Thinking; Feedback | Critical and creative thinking is encouraged. Descriptive, clear feedback is provided for students. | Critical and creative thinking is somewhat encouraged. Some feedback is provided for students. | 2 |
| Presentation & Communication | Smooth delivery that holds audience attention. Speaks clearly and distinctly all the time. Looks poised, relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Delivery not smooth, but able to maintain interest of the audience most of the time. Speaks clearly and distinctly most of the time. Sometimes sits or stands up straight and establishes eye contact. | 1 - In future, make text on slides a bit larger for easy reading; watch calling students “you guys” - it’s a bit informal and non-professional. |
| Formative Assessment for Understanding and Differentiation | Formative assessment techniques are used to check for understanding and to plan for differentiated instruction as needed. | Formative assessment techniques are used, but do not clearly check for understanding or there is no indication that the assessment resulted in a plan for differentiated instruction. | 2 |
| Originality & Citation | Product shows a large amount of original thought. Ideas are creative and inventive. Sources are properly cited. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | 2 |
| Technical Proficiency | The preservice teacher candidate had *more than adequate* technical proficiency; could troubleshoot unexpected difficulties, and could adapt the lesson to different applications or to students of varying technical abilities. | The preservice teacher candidate had *adequate* proficiency to teach the lesson. The preservice teacher candidate operated all equipment and software without difficulty and could help students with the technical skills necessary for them to do their work. | 2 |
| Technology Integration | The technology was *essential* to the content; it would have been very *difficult to present the lesson by other means.* | The technology clearly enhanced the lesson content; other approaches *might not have been as effective.* | 2 |
| Summary | Important points of the lesson are summarized. | Important points of the lesson are not clearly summarized. | 2 |

## Analysis, Reflection and Self Evaluation

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| Criteria | Excellent (2 points) | Adequate (1 point) |  |
| Analysis and Instructional Decision Making | Lesson plan describes in detail how student work will be examined for evidences of student achievement of the Voluntary State Curriculum/ Core Learning Goals and lesson objectives. | Lesson plan contains *adequate* plan to examine student workfor evidences of student achievement of the Voluntary State Curriculum/ Core Learning Goals and lesson objectives. | 2 |
| Reflection on Effectiveness | A written reflection clearly describes, in detail, which strategies the candidate felt were effective within the presentation and why, and which strategies were not effective and why not. | A written reflection adequately describes which strategies of the presentation were effective and why, and which strategies were not effective and why not. | 2 |
| Reflection on Future Instruction | A written reflection describes, in detail, two professional learning goals that emerged as a result of this lesson planning and practical teaching experience and that have implications for future instruction. | A written reflection adequately describes one or two professional learning goals that emerged as a result of this lesson planning and practical teaching experience and that have implications for future instruction. | 2 |
| Reflection on Technology Integration | A written reflection includes **detailed** responses to the reflection questions related to Technology Integration (separate document). | A written reflection includes adequate responses to the reflection questions related to Technology Integration (separate document). | 2 |
| Total Points Possible  Out of **37.5 /40** pts =  (Score will be converted to X/100 pts for final grade) |  |  | **93.75/100 - good job, Matt** |